

DOCUMENT RESUME

ED 236 115

SP 022 530

AUTHOR Benton, Rudy
TITLE The Positive Power and Potential of Well Rounded Movement Experiences.
PUB DATE Jun 83
NOTE 17p.
PUB TYPE Collected Works - General (020) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Curriculum Development; Elementary Secondary Education; *Games; Integrated Activities; Learning Activities; *Movement Education; *Physical Activities; *Physical Education; *Physical Recreation Programs; Program Descriptions; Units of Study
IDENTIFIERS PF Project

ABSTRACT

This compilation of learning activities, essays, songs, and poems provides a framework for reevaluating and reorganizing a conventional K-12 physical education curriculum. Over one hundred inexpensive items and equipment for use in physical education instruction are listed and a formula for movement is offered. The paper emphasizes the shift in objectives from developing team and competitive spirit to developing self-awareness, self-expression, and environmental self-discovery, and offers possibilities for incorporating other subjects into the physical education curriculum. The five activities described in the paper focus on sustained movement rather than on the sporadic activity of field games. Activities include: (1) completing homework involving both mind and muscle exercises; (2) including parents in the children's movement program; (3) learning the alphabet in sign language; (4) moving along a 16-station obstacle course which reenacts the task of pyramid building; and (5) reinforcing the location and names of the bones in the body via an activity entitled, "Bone Disco." This compilation concludes with several songs and poems which reflect the paper's emphasis on movement and mental development. (LP)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED236115

SP 022530

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

* This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Rudy Benton

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

THE POSITIVE
POWER AND
POTENTIAL OF
WELL ROUNDED MOVEMENT EXPERIENCES

RUDY BENTON
BURLINGAME SCHOOL DISTRICT
BURLINGAME, CA

HOME: 953 Higate Drive
Daly City, CA
(415) 992-4308

101 INEXPENSIVE IDEAS FOR PHYSICAL EDUCATION
AND A
FORMULA FOR MOVEMENT

I have compiled the 101 INEXPENSIVE IDEAS, listed on subsequent pages and used them with students from grades Kindergarten through Sixth. Combining their use with the FORMULA FOR MOVEMENT, and some variations, this has become a successful approach to a Physical Education Program.

The value of the IDEAS/ITEMS on the list is that each piece offers the student a difference in movement that is unique. Each ITEM is special because it has a varied weight, texture, color, shape, sound, or size. Muscles can contort and contract in many ways and the mind will create new ideas from each object.

The beauty of this equipment is that it will challenge the student, when used with the FORMULA. It also offers the opportunity to each youngster to exercise the "right hemisphere of the brain." Theoretically, an interesting phenomena where the CREATIVE part of the mind is triggered as it responds to the manual dexterity associated with the ITEMS. To the child, a pencil is no longer a pencil, but a 100 pound weight; a cane for walking can become a baton for conducting a Chopin Nocturne. It is stretching the imagination to accompany physical activity.

ITEMS/equipment can either be collected, purchased and/or made as a class project. They need not always come from sporting good stores. As you will note, many of the ITEMS listed can be obtained from furniture stores, record shops, grocery stores, toy stores, school supply rooms or storage areas, sporting good stores, food packing companies, bicycle shops, etc.

FORMULA FOR MOVEMENT

After the safety rules and care of equipment has been discussed with the children, the class should be ready to begin. It is assumed the class is conducted indoors and with music. Adjustment must be made to meet the variables that exist, such as class being conducted out-of-doors.

- A. ALL STUDENTS FOLLOW TEACHER as the teacher creates movement designs to the length of a 45 RPM record.
- B. Allow participants the opportunity to create their own movement ideas to music. Select a student with a moving idea and have the class recreate the design. After a few seconds, allow students to continue creating ideas and continue choosing others to demonstrate their ideas.
- C. Challenge students to individually create their own ideas not necessarily to music. Each student should give a name to their ideas.
- D. Students get into groups and create ideas as in "C" above.
- E. While in groups, students are to design a game using only the items brought into the group by each participant.

- F. Using the items of the group, the students are challenged to make up and name a dance.
- G. In groups, children can make geometric designs, letters of the alphabet, numbers, etc., with the equipment and then make those shapes with their bodies and add movement.
- H. Children can explore concepts such as over, under, around, and through with the equipment.

101 IDEAS: A LIST OF ENDLESS POSSIBILITIES FOR MOVEMENT CHALLENGES

- Bean Bags
- Plastic Containers, (bleach, etc.)
- Empty boxes
- Chairs
- Broom Sticks
- Gunny Sacks
- Cups of water(dixie, paper, or plastic)
- Ping-pong balls
- Construction paper (assorted colors)
- Eggs (raw)
- Softballs
- Marbles
- Marbles and cups (dixie)
- 33 1/3 Records (or 45 RPM and/or 78 RPM (unbreakable under normal use)
- Spaghetti (uncooked - long strand)
- Playing cards
- Frisbees
- Flag (football type)
- Idaho beans/Pinto beans (six per student)
- Poi-Pois
- Peanuts and Spoons (plastic)
- Balloons
- Inner tube strips
- Rulers and Paper clips (one ruler, six clips per student)
- Super rubber bands (used by furniture companies to hold plastic sheets together during shipment)
- Dice
- Dowels
- Plastic drinking straws
- Tongue depressors
- A yard of yarn per student
- Whiffle balls (assorted sizes - also known as Fun Balls)
- Tape recording reels
- Nerf balls (assorted sizes and shapes available)
- Rubber bands (regular small connected to make long S_T_R_E_T_C_H lengths)
- Tennis balls
- Hawaiian leis (plastic party type)
- Styrofoam paking materials
- Magazines
- Super balls
- Old textbooks
- Chinese Jump Rope (commercial type or rubber bands S_T_R_E_T_C_H length)
- Hula hoops
- Hula hoops and Scoops (commercial type or cut out from bleach containers)

- Shoes (each student usues one of the shoes that is being worn)
- Plastic golf tubes
- Jacks and balls
- Ice cream sticks
- Combs
- Hula Hoops and Utility balls
- Balloons and Dowels (or paddles, scoops, or other striking objects)
- Plastic tops with rulers (Plastic carrying device used to hold together
six pack of beverage cans)
- Frisbees and Plastic Bats
- Scooters and cushions
- Frisbees and Ping Pong Balls
- Automobile tires
- Corks
- Chopsticks (with assorted items on a paper plate, such as clips,
pencils, marbles, etc.)
- Blindfolds (to experience a look into a sightless world)
- Ping Pong balls with paddles
- Cushions (airplane seat type)
- Rug samples
- Newspaper
- Cones(empty yarn spools)
- Pencils (with eraser at one end)
- Ribbons on wands
- Lummi Sticks
- Clothes hangers
- Bats (regulation wood or aluminum)
- Cotton balls
- Deck rings
- Dominoes
- Super eight movie reels
- Lengths of string
- Bamboo poles
- Plastic golf balls
- Music stands
- Scooter boards and ropes
- Jump ropes
- Paper bags
- Megaphone (Plastic or made by students from newspaper or other)
- Bicycle tires
- Poker chips
- Pipe cleaners
- Erasers (used for pencils, pen, or chalkboard)
- Coffee cans
- Keys
- Socks (filled with paper, sand, other)
- Scarves (also great for juggling - three per student)
- Hockey sticks and pucks (plastic)
- Flags or Pennants
- Scoops and Whiffle balls
- Golf tees
- Plastic cocktail sticks
- Batons (parade type)
- Batons (track type)
- Think of 101 IDEAS THAT YOU CAN USE!

Many ITEMS on this list can be combined with other objects to create another movement challenge.

BOOKS AVAILABLE WITH INFORMATION ON INEXPENSIVE EQUIPMENT

Corbin, Charles., Inexpensive Equipment for Games, Play, and Physical Activity, Wm. C. Brown Co., Publisher, Dubuque, Iowa, 1973.

Anderson, Marian H., Elliot, Margaret E., Laberge, Jeanne, Play With A Purpose, Harper and Row, Publishers, San Francisco, CA.

Turner and Turner, Elementary Physical Education - More Than Just Games, Peek Publications, Palo Alto, CA.

THE BASIS FOR THE BASICS

Rudy Benton

Physical Education must be considered THE most important subject(s) in the school curriculum. Physical Education is many subjects and, therefore, nearly impossible to put a grade to the achievements of a student. Not to include physical education on a daily schedule by a specialist is but one more way to suppress the learning potential of each individual.

Reading lessons offer the learner the opportunity to become a more efficient reader. Spelling lessons offer the chance for one to gain proficiency in correctly spelling more words. However, physical education offers a complete variety of experiences that no other subject matter can offer. A well rounded physical education experience program can be the learning support system for the entire school.

The student can develop an awareness for the importance of geography, mathematics, spelling, reading, one's responsibility in developing accepted social behavior, good health habits, physical fitness, and an understanding of the cultural or physical differences of other people. Physical education is a time when an individual can learn that no matter how badly he loses on the scoreboard, that he is still a winner. Physical education is an opportunity to develop powers of concentration, relaxation, and to be challenged to remember a series of directions. Physical education is a time to use the creative powers of the brain, so often not put to use. It is a time to develop a beautiful image of one's self to be carried back into the classroom. This is a time when one--in this moving laboratory of experience--can begin to realize he or she has to take responsibility not only for his successes and failures but also for the successes and failures of the entire class. This is a time to realize that all muscles of the body have an equal right to move: muscle liberation.

Certainly physical education cannot take the place of other subjects in the curriculum, but can add support to the values of all other subjects. The daily movement period must not be an extension of recess, or a time in which students learn how to wait in line to be tested. This invaluable time must not be a time when the coach prepares his after

school game-winning strategy. This is a time to develop "super people" not only "super stars." It is a shame that so many people who have had splendidly developed brains have died of heart attacks because their cardiovascular system could not support their body.

There have to be more people upset about "Drop the Hankie" and "Run, Sheep, Run." Physical education can not only extend a person's life but add quality to a person's years on this earth. Heart attacks begin everytime someone lives in right field. It is now a matter of Physical Re-Education. Movement experiences belong at the earliest grade level in the school system. Get upset, you may save a child's life.

A QUALITY PHYSICAL EDUCATION PROGRAM
OR REQUIEM FOR "DROP THE HANKIE"

Rudy Benton

Most school systems operate their curriculum as if each student arrived only with a brain, and certainly not at all as if over 600 muscles were attached to the body. A child is born onto this earth learning by moving, stretching, and bending, crawling and falling, moving and moving and moving and moving. He is blessed by the fact that he is not put into a school situation at the age of one day. Surely he or she would be told to sit in a chair for long lengths of time, line up to go here and there, and that physical education means recess, "Drop the Hankie," waiting and waiting to move; and if it is a dance day, it must be raining.

There is so much concern, and rightfully so, about the development of the brain, but at the sacrifice and neglect of physical considerations of a child's growing body. This is at best one of the early stages of child neglect. Watching groups of children in "stand around games" such as dodge ball, kickball, or "Duck, Duck, Goose," is surely one of the first steps to the development of a heart attack in 40 to 50 years.

Children at the kindergarten level are ready to feel good about themselves through movement. The potential for using both the M and M's (Mind and Muscles) in a DAILY physical education class is unlimited. Every child has a right to experience his full movement potential.

If quality is the issue, how can it be achieved? The specialist is the vital key in exposing the young to all the movement possibilities. Certainly there are many classroom teachers conducting quality programs. However, with all the other subjects they are responsible for, it is truly difficult for them to conduct a yearly program with all the variety of activities and fundamental lessons inherent in a good physical education program.

A specialist has the opportunity to attend conferences, workshops, and clinics to keep up on new ideas and techniques. A specialist has time to set up obstacle courses and to inventory and collect inexpensive

equipment. A specialist is a believer in movement and in the value physical education has on the mental growth of students, as do many classroom teachers. However many classroom teachers have no time or interest to provide a good program.

Physical education is surely one of the most important subjects a child can experience in his daily school program, and a specialist is an essential factor for a quality physical education program.

M AND M HOMEWORK

Rudy Benton

Every Friday, M and M homework is assigned to all students. The homework is identical for all grades. The homework is designed for the M (mind) and M (muscles). There are two parts to the assignment:

1. Doing it; 2. Being honest.

The "Being Honest" portion occurs on the day the students return to school. Children raise their hands in response to these questions:

1. Who completed all of the homework?
2. Who completed only part of it?
3. Who was not here to get the assignment, or simply forgot to do it?

These questions are for the students to have an opportunity to acknowledge the level of their involvement. Only the child raising the hand knows whether she or he is "being honest."

Sample M and M homework assignments:

1. Mind - affirmation. Say to yourself dramatically, "I will never smoke," 10 times.

Muscles - twenty sit-ups.

2. Mind - affirmation. Say to yourself dramatically, "Sugar is bad for my body," 10 times.

Muscles - ten push-ups

3. Mind - affirmation. Say to yourself dramatically, "I'm a great kid, no matter what," 10 times.

Muscles - thirty jumping jacks.

Exercising both mind and muscles is truly what there is to do. Adding this kind of homework is fun and puts an accent on TOTAL fitness.

PHYSICAL RE-EDUCATION: PARENTS EXPERIENCE
CHILDREN'S MOVEMENT PROGRAM

RUDY BENTON

Generally speaking, adults would not stay 4 minutes if they were to participate in the type of activities children experience during their Physical Education classes. What adult would cherish standing in right field for 8 years, or stand waiting for a turn in "Drop the Hankie" or wait 10 minutes to be tested on the balance beam?

One excellent way to evaluate your program is to offer to the parents of your school(s) an opportunity to participate and experience the students' program.

In Burlingame this is happening every Monday evening from 7:30-9. The adults' range of physical abilities is wide. Yet all succeed and contribute to each other as a result of their differences. It's the sharing of each person's special talents that adds quality to the evenings' sessions.

The parents of Lincoln School go through the same activities as offered to students in grades kindergarten through 6th grade. Activities for the adults include parachute challenges, obstacle courses, jump rope, lummi sticks, disco dancing, juggling, activity stations, hula hoop, poi pois, and games and relays. Each session concludes with 15-20 minutes of total relaxation. Guest teachers are also invited.

The results of the program:

1. Adults in the community have had an opportunity to experience FUN in moving.
2. The participants truly get the feeling of the value a Physical Education specialist has to offer their children on a DAILY basis.
3. The students have taken pride in knowing that their parents were:
 - a. participating in a physical fitness program, and
 - b. participating in the same activities they were experiencing during their physical education classes.
4. A closer rapport between parents and school.

Under the sponsorship of the Lincoln School PTA in the Burlingame School District, the author conducted the classes with all registration fees going to the PTA to assist children with special needs.

The adult fitness course is a suggestion for you. If you haven't tried this type of program, I'm sure you'll find it quite rewarding when you attempt your own course. Let me know how it works for you. Good Luck!

YOUNG CHILDREN LEARNING TO SIGN THE ABC'S

RUDY BENTON

An opportunity to learn to sign the alphabet can appropriately be integrated into any physical education program beginning at the kindergarten level. Learning to sign the alphabet can be an interesting challenge to each student. There are many advantages for introducing this type of communication.

1. It helps to reinforce the alphabet.
2. It provides memorization of a series of finger and hand positions.
3. It provides a good 'work-out' for small muscles of the hands.
4. It's fun to learn to sign.
5. It is a fine way to gain attention of the class by having students re-create the signs presented by the instructor.
6. Through discussion, children can learn to appreciate one of the ways deaf people can communicate.

A good source for materials is the Sign Language Store in Northridge, CA. For a catalog call (213) 993-SIGN. Outside California dial toll free (800) 423-5413.

THE KING TUT TOUR: FROM WOMB TO TOMB

RUDY BENTON

Physical Education can always be the class that can provide a wide variety of educational experiences as designed in the academic curriculum. The KING TUT TOUR provides such an activity.

The tour is a station course or obstacle course which can provide action for the entire class. Students assemble in groups of 2 to 6 and go to an unoccupied station. On a given signal each group begins to discuss how they will work at their station. They start the action at that station for approximately 2 to 4 minutes; then on a given signal, rotate to the next station. Occasionally the action is stopped to ask questions about Egypt to reinforce facts about King Tut. To use this as an obstacle course the children would move continuously from station to station doing specific activities designated by the teacher. The KING TUT TOUR could include the following stations:

PYRAMID BUILDERS--on a mat, building pyramids using each person's body to construct the design.

KING TUT CRAWL--crawling on mats the way Mr. TUT might have crawled when he was a baby.

HAULING DIRT--3,000 years before the time of the boy king, the pyramids were built. Students walk on a balance beam, balancing a frisbee on top of the head. This denotes one way Egyptians carried dirt to the pyramid site--in baskets balanced on top of their heads.

INSIDE THE GREAT PYRAMIDS--a climbing structure such as a stegel, Lind climber or beams on rungs of ladders through the apparatus, as if in a pyramid with all its secret passageways and tunnels.

MUSEUM--Table display of items of Egypt, books from the school media center, miniature statues, souvenirs or other articles on loan from students. This is an observing and resting station.

MARRIAGE CEREMONY--at this station, slightly decorated with wedding bells and other wedding items, the group recreates the scene of KING TUT getting married at the age of nine.

EGYPTIAN DISCO--when at the phonograph station, the travelers create a dance as if KING TUT was the choreographer. Steve Martin's KING TUT will do just fine.

THE TOMB AND ITS TREASURES--a mummy, complete with mask lies in state on a table. A box decorated with costume jewelry provides a resting stop for the group to look at the display of the tomb. Before entering the tomb, the tourist steps through 16 bicycle tires. The actual tomb had 16 steps to the entrance.

REVENGE--each member walks around to all stations to observe and to give a verbal "Golden Pyramid" award to groups doing "good work."

70 DAYS OF MOURNING--when the young king died at 19, 70 days of mourning were declared. This was the length of time it took to mummify the body. At this station, the students sit on chairs and act very sad and console each other.

THE MUMMY ROLL--with a sheet or parachute on a mat, students roll each other in the material as if preparing to complete the task of making a mummy.

GRAVE ROBBERS IN A TOMB TUNNEL--tunnels made by folded mats, refrigerator cartons, tables, expandable cloth tunnels, etc., provide passageways for the tomb robbers to crawl into and out of during their search for non-existent treasures.

CAMEL WALK--on mats students create the walk of a camel either individually or combining their bodies for a larger beast.

NILE RIVER--two long lengths of rope separated by approximately 3 feet in a winding pattern. Tourists would then move down the Nile swimming quite vigorously.

SPIRIT LEAP--leaping from one area to another, representing the Egyptian belief that once the king died, the body would make trips (leap) from heaven and back and forth to earth.

CLIMBING THE GREAT PYRAMID--any climbing structure used to designate a pyramid. Students attempt to climb it in many different ways.

This course has worked successfully from kindergarten up through adults. You will find that this EGYPTIAN TOUR will add new life to the study of this subject.

DANCING BONES

RUDY BENTON

One of the valuable components of a good physical education program is the ability to lend support to other areas of the curriculum. One such example would be, as described below, an activity titled "Bone Disco."

This would be appropriate at any level beginning at the first grade, where there has been some study or discussion regarding the names of the bones of the body.

The first step would be to make a collection of cards (8½ x 11 or larger) with the name of one bone on each display.

The second step is to post one or several diagrams of the skeletal system with the names of the bones clearly identified and visible.

The third step is for the class to divide into smaller groups of two to six sitting around signs which have been scattered around the area.

Step four--the challenge. The challenge to each group would be to create a movement designed to music accenting the name of the bone described on the card in their dance. Point out that if they do not know where the bone is located on the body, to select one "Secret Agent" from their group to go to the chart to locate the bone and return to the group with the answer. While the group is waiting for the answer, they can create a dance accenting any bone they choose.

Suggestions at this point would be to allow groups two or three minutes to "get into" their creation. Stop all action, point to a group (e.g. the sternum) and, briefly, have them "put on a show," and then, have the entire class recreate the "sternum" design. After two or three of these displays, have groups rotate to a new station and resume action.

Bone Disco is a good alternative to reinforce the location and name of the bones of the body. Having groups recreate the designs of other groups also reinforces the information.

Learning the bones or other parts of the body can be fun and quite entertaining. Give it a try.

I KNOW I AM SOMEBODY

I know I am SOMEBODY
"Cause God don't make no junk!!!!
I'm unique and just as precious
As an heirloom in a trunk.
There's no one in this great big world
That I would rather be.
I treasure much the pleasure
And the chance to just be me.

A positive self-image
Is a must for total growth.
Changing stresses to successes
Is a realistic oath.
Dear God, convince me daily
Give me optimistic spunk.
Let me shout "I AM SOMEBODY"
"Cause you don't make no junk!!!!

- Ambrose E. Brazelton -

BRUISES CAN BE MORE THAN SKIN DEEP

Safety in school is a golden rule,
Agreement is universal.
Improvement of skills during fire drills
Dictates a monthly rehearsal.

Ankle sprains and muscle strains
Are injuries worthy of mention.
A broken nose or fractured toes
Require immediate attention.

Of great concern is a third degree burn,
And we worry about falls and abrasions.
It seems to me that a twisted knee
Brings on a tearful occasion.

But let's think for awhile of that teaching style,
So negative it makes your flesh creep!
A teacher's behavior, which features disfavor
Renders bruises that are more than skin deep.

We say to poor Bill, "Young man, you sit Still!!!
How can I stand you all day?
You're always wriggling and sometimes giggling,
Your sister was never that way!!!"

And how about Paul, standing out in the hall
'Cause his snake was freed in the room.
"You big mouthed boys! I won't have that noise!
Shut your trap, you uncouth baboon!!"

Even in the gym we sock it to him,
Obese ones are given no druthers.
"Hey Fats, run hard, these laps remove lard
An you need fitness more than the others."

Some bruises don't swell nor do they tell
Of the hurt that students can't share.
Some bruises don't bleed but immediately need
Tourniquets of love, of care.

Fractured nerves no child deserves,
Broken hearts are void of elation.
A ruptured soul is tough to control,
Crused spirits have need of inflation.

So when seldom is heard a discouraging word,
The learning can proceed with a leap.
And now I conclude, in a serious mood,
Some Bruises Are More Than Skin Deep!!!!

- Ambrose E. Brazelton -

All growth involves risk.

You can't celebrate anyone until you
celebrate yourself.

You cannot give to anyone anything you
do not have.

If I don't have wisdom, all I can teach
you is my ignorance.

If I don't have joy, I can only teach
you despair.

If I don't have freedom, I can only put
you in cages.

But everything that I have I can give
away.

But I have to have it first before I
can be the best "me" the world has
ever known.

- Anonymous -

Dr. James Humphrey, at the University of Maryland, has published several research articles in which playground games were utilized in the acquisition of arithmetic and verbal skills. The findings of this study suggested that the motivational level induced in children through game participation exerts a significantly higher influence upon learning than do the traditional workbook methods of engendering the same academic competencies.

Movement means many things to children. To summarize, it means (1) life, (2) self-discovery, (3) environmental discovery, both physical and social, (4) freedom, both spatial and self-expressive, (5) safety, (6) communication, (7) enjoyment and sensuous pleasure, and (8) acceptance.

If movement means so much to the developing child, no further justification should be required for its inclusion among the major techniques in education. For some children, movement education may be one of the many avenues to the goal of self-actualization. For others, it may be a "pump primer" to get the flow of interest and imagination flowing. And for still others, it may be the only way.

Each second we live is a new and unique moment of the universe, a moment that never was before and will never be again. And what do we teach our children in school? We teach them that two and two make four, and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all of the world there is no other child like you. And look at your body--what a wonder it is! Your legs, your arms, your cunning fingers, the way they move! You have the capacity for anything. Yes, you are a marvel. And when you grow up, can you then harm another who is, like you, a marvel? You must cherish one another. You must work--we all must work--to make this world worthy of its children.

- Pablo Casals -

Press On

Nothing in the world can
Take the place of persis-
tence. Talent will not;
Nothing is more common
Than unsuccessful men
With talent. Genius will
Not; Unrewarded genius
Is almost a proverb.
Education alone will not;
The world is full of ed-
ucated derelicts. Per-
sistence and determination
Alone are omnipotent.

- Anonymous -

"Life is like a game of football,
And you play it every day,
It isn't just the breaks you get,
But mainly how you play.
Stop and look the whole team over.
You've some pretty rugged men.
If you work them all together,
There's no goal you can't defend.
Your fullback's name is Courage.
You need him in this game.
For Truth and Faith, your halfbacks,
There'll be many yards to gain.
Your quarterback is very fast,
Though small and hard to see;
So watch, Son, when he gets the ball.
He's Opportunity.
At right end, there's Religion.
He's tood the test of time.
At left end, there is Brotherhood.
He's in there, always trying.
Your right tackle is Ambition.
Don't ever let him shirk.
Left tackle is a husky man.
You'll find his name is Work.
Your left guard's name is Humor.
He's important to the team.
While Honor's playing right guard,
Your game is always clean.
If Love plays at the center spot,
And does his very best,
Then you shall have a winning team
And really know success.
The other team is strong, Son.
Greed, Envy, Hate, Defeat
Are four strong backs you'll have to buck
To make your game complete.

Discouragement and Falsehood are the
Big Boys on the end.
You'll have to tackle hard, my boy,
When you meet up with these men.
Selfishness and Jealousy, you'll find
Them playing guard.
While Careless and a man called Waste
Are tackles you can't disregard.
There's one more man you'll have to watch
and through the game, my dear.
He's playing center for this team.
I'm told his name is Fear.
This game will not be easy;
There'll be struggle, there'll be strife
To make the winning touchdown,
For it's played in the Bowl of Life.
So stand behind your team, Son.
There'll be many who'll applaud.
Just remember, you're the Captain;
And the Referee is God."

- Anonymous -